DOCUMENT RESUME

ED 317 306 PS 018 701

AUTHOR Wallace, Yolanda Gayles
TITLE Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.
PUB DATE 90
NOTE 82p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Basic Skills; *Blacks; *Elementary School Students; Intermediate Grades; *Older Adults; Program Effectiveness; Program Implementation; *Tutorial Programs
IDENTIFIERS *Program Duplication

ABSTRACT

A volunteer program coordinator developed and implemented an 8-month practicum study that provided opportunities for interaction between 20 elderly adult tutors--residents of 2 senior citizen facilities--and 37 fourth-, fifth-, and sixth-grade students at five elementary schools in low- and middle-class metropolitan black communities. The tutoring program aimed to improve students' basic skills in reading comprehension, vocabulary, or mathematics. Practicum goals were to modify the existing model of the intergenerational tutoring program according to the needs of the communities involved and to implement the program in numerous ethnic communities. Staff development sessions for senior citizen tutors were held. Training focused on tutoring strategies and procedures for building skills. Tutors were expected to use suggested techniques and materials in their tutoring sessions and to provide weekly feedback to the program supervisor. An enrichment component which included activities planned around seasonal events was introduced. Program evaluation data indicated that the seniors experienced increased life satisfaction, provided students with additional opportunities for school success, and helped develop students' positive self-concepts. Students grew in areas in which they were tutored. Plans are in progress to duplicate the program in the remaining three Department of Aging and Disability facilities. Numerous survey forms used in the project are appended. (RH)

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Intergenerational Interaction: Promoting Mutual Appreciation Between Senior Citizens and Children in the Intermediate Grades

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NOVA UNIVERSITY

Intergenerational Interaction: Promoting Mutual Appreciation Between Senior Citizens and Children in the Intermediate Grades

by

Yolanda Gayles Wallace

Cluster XXIV

PS 018701

A Practicum II Report Presented to the Ed.D Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1990

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Frances B. Holliday

Frances B. Holliday, Ph.D.

Director

Title

1819 W. Pershing Road

Address

Chicago, Illinois 60609

City and State

December 15, 1989

Date

This practicum report was submitted by Yolanda G. Wallace under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

March 6, 1990

Date of Final Approval of Report

Polly Peterson, Ph.D.

Polly Peterson, Ph.D., Adviser

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ABSTRACT

Intergenerational Interaction: Promoting Positive Attitudes Between Senior Citizens and Children in The Intermediate Grades. Wallace, Yolanda G., 1990: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood.
Descriptors: Community Involvement / Educational Needs / Educational Strategies / Intermediate Grades / Older Adults / Program Development / School Tutoring / Self Esteem / Senior Citizens / Socialization / Student Needs / Tutoring / Urban Youth

This practicum addressed the problem of a need for programming that would provide opportunities for increased interaction between young children and senior citizens. The program designed included a tutoring component to enhance the basic skills, reading, language usage, and mathematics. The literature review disclosed evidence of numerous tutorial programs which suggests that progress is being made towards linking the generations. References addressed the issue from preschoolers through eighth grade.

The writer's goals were: (a) to enhance an already existing model for an intergenerational tutoring program, (b) to modify the program according to the needs of the specific communities and (c) to implement the program in communities reflective of numerous ethnic backgrounds. In addressing these goals the writer conducted a staff development for senior citizen tutors. The training included tutoring strategies and procedures for skill building. Skills acquisition was achieved through workbook activities and recreational reading. The tutors were expected to use suggested techniques and materials in their tutoring sessions and give feedback to the program supervisor weekly. Additionally, an enrichment component was introduced which included activities planned around seasonal events.

Results indicated that the senior population has much to offer students in the middle grades. The seniors provided the students with additional opportunities for school success, and aided the development of a more positive self concept. At the same time the seniors experienced increased life satisfaction. Seniors who participated in the program met the objectives of the practicum. Students showed growth in the areas in which they were tutored. Plans are in progress to duplicate the program in the remaining three Department of Aging and Disability facilities. The program was mutually beneficial to both the senior citizens and the middle school children.

CHAPTER I

INTRODUCTION

Description of Community

This practicum took place in two senior citizen facilities in a Black community on the near south side and the southeast side of one of the nation's most highly populated cities. The communities were distinguished as Community A and Community P.

Community A was populated by 13,792 residents, 96% of whom were black. The trace of other ethnic groups were evidenced as Whites (369), Spanish (82), Asian and Pacific Islander (6), and other (21). Twenty-eight percent of the residents fell into the age group of 25 to 44, and another twenty-eight percent fell between 45 and 64. A mere 7% comprised the teen population between 15 and 17. Of a total of 4,223 households, 29% were run by married couples, and 71% were owner occupied. The median value of the owner occupied housing units was $38,400. The median family income was $24,208. With regard to educational background, 31% of the residents had high school diplomas, and 17% had completed four or more years of college.

In contrast, Community P had only 6,000 residents, 99% of whom were black. Unemployment in the community exceeded 20 percent in 1980. Over 40 percent of the

community residents lived below the poverty line, and 50 percent of the households with children less than 18 were headed by women. Housing units had diminished to less than 2,000 units, of which 75 percent were overcrowded. The majority of the residents lived in small apartment buildings.

Writer's Work Setting and Role

The five schools from which the students were drawn for this practicum project were reflective of Community A and Community P as a whole. Three schools were selected from Community A and two schools were selected from Community P. Hereafter, the schools will be referred to as A1, A2, A3, P1, and P2.

The schools in Community A were quite similar in characteristics. School A1 had a student body membership of 749, with attendance at 94%. There were 215 students in enrolled in grades 4, 5, and 6. The school reported a professional staff of 37 teachers. Family economic status reported 37.9% at the low income level. School A2 had a student body membership of 694, with attendance at 94%. There were 190 students in enrolled in grades 4, 5, and 6. This school reported a professional staff of 35 teachers. Family economic status reported 31% at the low income

level. School A3 had a student body membership of 915, with attendance at 93%. There were 258 students in enrolled in grades 4, 5, and 6. Here a professional staff of 45 teachers was reported. Family economic status reported 31% at the low income level.

School P1 reported a student membership of 821, and attendance at 92.6%. Grades 4, 5, and 6 had a total of 215 students. Forty-one professionals comprised the teaching staff. In this community, however, family economic status was reported at 77% low income. And finally, School P2 reported a student membership of 426, with attendance at 92.2%. Enrollment in grades 4, 5, and 6 involved 90 students. The professional staff was comprised of 27 teachers who worked with students from families which were 55.3% low income.

The mission statement of this school district represents the philosophy of administrators, professional personnel, parent groups, and community organizations. Its philosophy addresses the principles and objectives which follow:

--- Students within this district will be served equally, and without exception. Services will be made available to students according to individual needs and abilities.

--- Students will be educated to develop democratic ideals. The democratic ideals to be dealt with are

the dignity and worth of mankind and equality for everyone.

--- Education will bring about behavior modification. Positive changes will result from the education process, thereby producing students who feel, think and perform more effectively. In doing so, the components of the students' personality, mental, physical, and spiritual will be developed more fully.

--- The student's life in its entirety will be influenced by his education. The school will have the responsibility of integrating the moral, ethical, social, economic, and civic aspects of the students life.

--- It is the responsibility of the school to coordinate those agencies which have an educative function. This induces a unification of home, church, and community.

--- Education is an ongoing process. The schools will offer incentives for the student's continued quest for enlightenment throughout life.

The administration of the five schools participating in this practicum project consisted of one principal and two designated coordinators per school. Collectively, there were approximately ten teachers.

The writer has been a part of the present school system since kindergarten. After attending elementary and high school in this school district, she left the city,

but not the state to attend a surburban college. With the attainment of an undergraduate degree in sociology, employment by the school district still required additonal course work in the field of education. After the fulfillment of those requirements a graduate degree was obtained at one of the state universities. While under the employ of the school district, the writer became a certificated tenured teacher, with a rating of superior for the last five years of teaching experience.

In the 1988 - 1989 school year the writer was selected for the Superior Public Service Award for outstanding accomplishments as a professional. Additionally, the writer was nominated for a seat on the Advisory Council on Aging, in the Department of Aging and Disability.

The writer has served in her present work setting for four and one half years. As the coordinator of her unit she assists the director in the implementation of volunteer programs throughout the school district. Implementation involves developing programs for marketing and recruiting volunteers; developing a management system for processing, screening, and assigning volunteers; developing training programs for volunteers; developing recognition events for volunteers; providing training for school staff; and finally, providing ongoing evaluation and assesment of the volunteers for the programs.

The mission of the bureau is to involve the community

in the education process. This is done through various programs which benefit from the time and talent of the volunteers. The centerpiece program involves volunteers, from all walks of life, coming into the schools on a regular basis to assist the school in whatever capacity deemed necessary by the principal and staff. Volunteers in this program number 11,223, located in 433 of the 600 schools. Another very successful program, which falls under the umbrella organization, utilizes volunteers who have been college trained to give assistance to students who are experiencing difficulty with homework assignments. Students call into a resource center where volunteers await their calls from 5:00 p.m. to 8:00 p.m., from Monday through Thursday. In the 1987-88 school year, students benefited as volunteers fielded 3,524 calls, and during the 1988-1989 school year 4,311 calls were answered by volunteers.

Another program with a tutorial approach involves sailors from a local naval training center who tutor 4th, 5th, and 6th grade students in selected schools in reading and math, in five week sessions. Since the inception of this program 1,101 sailors have tutored 1,107 students. A similar tutorial program involves the bureau's collaboration with public libraries and communtiy churches. The library program, a summer-five-week program, offers tutoring in reading for one and a half

hours, twice weekly. Similarly, the church tutorial program offers students two hours of tutoring once weekly, using members of the congregation as the volunteer tutors.

Finally an intergenerational tutoring program established by the writer in Practicum I involves senior citizens with basic skills knowledge as tutors for students in the middle grades. Students are tutored once weekly, on Saturday mornings in an ongoing program from September through June. Senior citizen tutors are residents and members of the Housing Authority and the Department of Aging and Disability.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There is a need in today's society to increase interaction between young children and the senior population. The lack of interaction has produced a setting in which very little happens between these two key groups of Americans. In the writer's system this phenomenon could not be ignored. Both young and old were in need of the interactive relationships which they had been denied with the decline of the extended family.

What had resulted was a condition where the seniors were experiencing a decline in life satisfaction, and the children were developing negative sterotypes toward the old. There is a need for the implementation of intergenerational programs in every educational attendance center throughout the nation.

Problem Documentation

In an effort to provide documentation for the above section, the writer sought to develop intergenerational programs within Community A and Community P. In Community A the branch libraries provided limited intergenerational

interaction through programs which allowed after school tutoring. Senior citizens within walking distance of their library branch volunteered Monday through Thursday, from 4:00 p.m. to 6:00 p.m. Some of the seniors participated in Life History sessions in which children were told colorful stories of the past, with special emphasis on Black History. A select few of the seniors provided students with library skills. In contrast, there was no comparable program in Community P.

The writer's contention that cross-age-interaction is becoming more and more desireable is substantiated by the survey findings which indicated that parents were eager to have their children interact with older people. The writer requested the cooperation of parents in both communities. Each of the pricipals in the participating schools was given a survey form entitled The Need For Cross-Age-Interaction, (see Appendix A) to be completed by the parents of participating students. The results of this survey are shown in Appendix B.

The parents were asked to respond to six statements which addressed the need for cross-aged-interaction within the community. Special attention was drawn to the statements, "Senior citizens within the community can have a positive influence on the school children in the middle grades." Twenty percent of the respondents agreed with this statement, while eighty percent strongly agreed. In

response to the second state on the questionnaire, "Senior citizens within the community can provide my child with beneficial life experiences," twenty-eight percent agreed and seventy-two percent strongly agreed. One hundred percent of the respondents strongly agreed with statement, "My child can make a contribution to the life satisfaction of a senior citizen." With regard to community participation, twenty percent of the respondents agreed while eighty percent strongly agreed with the statement "Community residents and merchents should be supportive in assisting with an intergenerational or cross-aged program." In response to the statement "Parents should do more ato promote these kinds of programs," one hundred percent agreed. Finally, the statement "The entire school system could benefit from intergenerational interaction" twenty percent were undecided while eighty percent agreed.

The writer was of the opinion that senior citizens and students would experience mutually beneficial relationships. Both students and senior citizens suffer many of the same problems. One of the very significant problems would be evidenced in loneliness. Latch key children are faced with the loneliness of an empty house and no one with which to talk. In the past school year hundreds of calls were taken weekly in the writer's work setting from children who had no one else to turn to for homework assistance. Additionally, many children called

the Homework Hotline not seeking homework assistance, rather, they called for casual conversation. Seniors are also in need of casual conversation. Those left all alone become immersed in self pity. Self pity eventually leads to a reduction in the will to live, and ultimately deterioration.

Causative Analysis

The problem of a lack of interaction between the generations has been caused by our society's movement away from the extended family and towards the nuclear family. The extended family produced an age-integrated-society. Further, it provided opportunities for cooperation, friendships, interdependence, and understanding among the generations. The extended family was the source of not only nurturance and care of the young by the old, it was the source of social learning. This role has been replaced with social learning being taught by care givers. The caregivers cannot provide the individualized attention that was once provided by grandparents. Further, the love component is missing. Caregivers are paid a fee to perform certain duties. However, tender loving care cannot be mandated.

The generation gap widens when seniors who had once been a part of the work force suddenly have nothing to do. At this point in their lives, they seem to experience a decline in their self esteem. It is at this point in their lives that seniors experience little life satisfaction. Retirees suddenly find themselves with time on their hands. It they do not have outside interests, such as clubs, organizations, hobbies, or crafts, inactivity and bordom sets in. This is a time when seniors are in need of special attention. Seniors need interaction with significant others to verify their own self worth.

But, with movement in recent decades towards the nuclear family, an age-segrated-society has resulted. The nuclear family structure diminishes interaction between the young and old. There are fewer opportunities for older and younger people to impact the attitudes of one another. Working parents find themselves wrapped in errands and chores on the weekend. This decreases the amount of time parents have to spend with both the grandparents and the children. The socioeconomic status of the family determines, for many, how much time can be spent with the young and the old. Working parents cannot spend adequate time with their children or their parents. The working world rat race puts restraints on the amount of quality time that could be given to the older and

younger generations.

In today's society both the young and the old are being deprived of the enrichment of interaction. The children who have interacted in the home come to the school setting with a readiness to learn and understand various concepts. Seniors who have played a role in the socilization of the child feel the own self worth. They can readily see the contribution they are making to the social, emotional and academic maturation of the child.

Stratification by age in today's society can be directly attributed to the occurrence of nuclear families being isolated from members in the extended family. Children no longer have the opportunity to interact with the grandparents and great-grandparents, aunts and uncles.

The Related Literature

A review of the related literature suggests that progress is being made towards linking the generations. Newman (1982) states that intergenerational programs yield mutual trust, learning, and understanding. At the present time more than 100,000 seniors are involved in this kind of programming. These seniors are in turn impacting the lives of several million of the nation's youth. Seniors are becoming involved in urban, rural, and suburban schools. Through this involvement the seniors are directly influencing the social, emotional, academic maturation of children. The seniors are providing enrichment in the school setting. The author reports on the findings of anecdotal records kept by 99 teachers from 1980-1981. Ninety-one percent of the teachers reported the senior citizens had greatly contributed the children's academic growth, and 95% reported that they contributed the children's social growth.

In this particular program the seniors were assigned to assist in various academic content areas. They tutored in language arts, social studies, science and math. Tutors also provided enrichment activities relating to their own hobbies and skills. Teachers reported that there appeared to be fewer behavior problems in the classrooms on the days when the volunteers were present.

This of course effected the quality of learning on those occasions.

Ninety-seven percent of the 65 seniors who participated in that program reported that the program improved their feelings of self worth. Twenty percent of the seniors indicated that they experienced improved health after working with the children. After working with the children, 25% indicated that they had acquired new skills as a result of program involvement. Lastly, 90% of the seniors stated that the intergenerational experience was a productive use of the spare time.

In addition to the quantitative report, the Newman study provided qualitative data. The seniors, in their discussions, indicated that a new dimension had been added to their lives. They began to feel life was a challenge. They even seemed to get along better with their own grandchildren. More importantly, they were enjoying learning again. Married couples found pleasure in spending their evenings discussing their "kids at school."

Beall (1982) discusses learning activities which focus on the topic of aging. The activities were developed and field tested on students in grades K-6. The purpose of the design was to diminish the myths that children have with regard to the elderly. It was hoped that the participating children would complete the intergenerational experience with a more realistic and

positive view of what aging really involves.

Today's children have greater life expectancy than any other generation in history. They can look forward to living into their eighties and nineties, and beyond. This is a time in history when 20% of our population has already celebrated its 65th birthday. Today's children can look forward to a long life, which is a positive. Yet the today's children tend to view the future problematic mode, which is a negative point if view. In the broad scope children do not forsee a life filled with potential. Research reports that children view their elders in terms of negative sterotypes.

It is impossible for children in the present day to have meaningful relationships with their grandparents, when most grandparents live hundreds and sometimes thousands of miles away. There is also little opportunity to interact with the seniors who live in their own communities. To add to the problem, children hear other adults making comments like "old and foolish," and "blind, crippled and crazy." When they watch television they are bombarded with advertisements which promote being young and youthful. The commerials devoted to the elderly usually advertise pain relievers, laxatives, and denture creams. Chilren's first books are also responsible for ageist impressions. There, the children see the elderly depicted as handicapped and dependent on others. Even

though most elderly people are self reliant, are in good health, and lead active lives, children's first impressions leave them with the belief that aging infers poverty, illness, and immobility.

In a effort to combat the myths children hold Beall (1982) implemented a program in Acton Massachusetts. Here, activities were developed to be used in numerous subject areas depending on the child's level of readiness. An activity called "Looking Back" required the student to complete a chart. They were encouraged to enlist the help of their parents or grandparents for the assignment. Students were asked to indicated the kinds of work or chores that could be performed by individuals from ages 5-6, 7-9, 10-13, 14-17, parents, and grandparents.

To promote intergenerational learning the classroom teachers invited relatives, neighbors and friends to particitpate in an acitvity. Seniors worked with students in a 3:1 ratio. The teachers explained to the seniors exactly what they wanted to achieve. The seniors were prepared in advance to describe a game, what it entailed, and what materials were needed. The seniors then taught a game to their small group of children. The seniors were also prepared to learn a game taught by the children.

Invitations were extended to the following individuals to participate in the intergenerational experience:

1. Grandparents and older relatives of the students (a

request form can be sent home to recruit interested participants)

2. Residents of the community senior citizens building (Collaborate with the senior's coordinator or post a note)

3. Staff persons from the school, clerks, lunchroom personnel, janitors, classroom aides, etc.

4. Seniors from the local senior multi-purpose center

Seniors were asked to provide their own supplies for their activity. If seniors were unable to furnish the supplies the teacher arranged for them to be available. Four class periods were alloted for this activity.

The positive effects senior volunteers have on young children is examined by Powers (1982). The program called Project LOVE (Let Older Volunteers Educate) involves grandparents who donate the time and talents in an elementary school in Columbia, South Carolina. This program revolves around weekly visits of seniors to share crafts, folklore and the presentation of living history.

Three hundred first, third, and fourth grade students were pre and posttested for the program. The control group was comprised of third graders who did not come into contact with the "Grandpersons." The research was designed to test the hypothesis that the children form positive attitudes to senior citizens once they are exposed to them. The research also measured attitude changes with the use of a scale consisting of 24 items, such as "Do you want to get old?"

The Elvirita Lewis Foundation's Intergenerational Child Care Centers, of Santa Cruz, and San Francisco, CA., offer programs where seniors care for young children. The program began in November of 1976 with three seniors and six children. It operated out of an elementary school which was not in use. Today the program has expanded to be housed in a new facility and provides interaction between 20 part-time seniors and 30 children. This intergenerational program was funded by the California Department of Education.

In their effort to explore the conceptions, feelings, and attitudes of elementary students regarding aging, Zaki, Zaki (1982) looked at the results of a contest sponsored by the Rhode Island Gerontology Center. Student participants attended grades 4 - 8. The contest permitted the students to submit original works relating to specific topics. The topics on aging could be addressed using any art form.

There is a fundamental assumption that: a. The attitudes that children have regarding senior citizens influences how they cope with the aging process, b. Initial attitudes determine how children will feel about senior citizens through their lives. The approach of this research deviates from previous methodologies by allowing the children to express themselves through either visual

or verbal art forms. This kind of freedom enables the children to respond independently, without concern for the imposition of the researcher. Without the barriers of predesigned stimuli, the children were not inhibited in their responses in the contest.

The literature clearly stresses the need for linking the generations, and substantiates the writer's undertaking this practicum project. Nationwide steps are being taken to bring the young and old closer together. It is understood that the old and young need the interaction which provides mutual benefits. Intergenerational programming is aimed at an age-integrated society, where senior citizens can impact the lives of young children, adolescents, teenagers and young adults, and visa versa.

CHAPTER III
ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum project was to adapt an already existing model for an intergenerational tutoring program to the individual needs and capabilities of senior volunteers and young children in grades 4, 5, 6. Seniors and students in a low socioeconomic community participated in a program housed in a Housing Authority Seniors Building. By contrast, seniors and students living in a community which mirrors middle income characteristics participated in a program housed in a Department of Aging and Disability facility. Similar interactive programs were implemented in each community. The practicum had its focus in two of the twenty-three sub districts of the school system in which the writer is employed.

Expected Behavior

After eight months of implementation the participating students were expected to show growth in the area in which they were given basic skills assistance: reading comprehension, vocabulary, or mathematics.

Attainment of the following objectives was projected as standards of success:

1. The availability of permanent space for an intergenerational program at the Housing Authority building on the near south side of the city

2. Requests for similar intergenerational programs at other Housing Authority sites.

3. Requests for similar intergenerational programs at the remaining three Department of Aging facilities

4. Greater interaction between seniors and children living within the community.

5. A model for adaptable intergenerational programs involving seniors and students in grades 4, 5, and 6, which can be implemented throughout the school district, regardless of the socioeconomic characteristics of the community.

6. The development of more positive self concepts by program participants resulting in a decrease in the sterotypes each group held previously.

Mechanism for Recording Unexpected Events

The program was monitored on a weekly basis. The on site supervisors verbally reported on all activities and discussed any concerns. Sessions were conducted each Saturday morning for two hours, 10:00 a.m. til 12:00 noon. Debriefings were conducted from 12:00 p.m. til 12:30 p.m., to discuss the events of the day.

Measurement of Objectives

Quantitative student gains were measured by the administration of the Prescription Learning Placement Test. The same test was be administered for the pre and

posttest. It was understood that gains could not be directly attributed to the tutoring program, since the impact of regular school must be taken into consideration. Qualitative student growth was measured by the Anonymous Questionnaire and the Attitude Questionnaire. These two instruments provided data for recording attitudinal changes during the implemention period. Additionally, tutors and students completed a program evaluation form. Practicum objectives were evaluated as shown in Table 1, shown on the following page.

Table 1. Objectives

The End Result	Evaluation Tool	Standard of Success
Seniors will request an ongoing tutoring program in the senior citizens building	Survey Form	100% positive comments
Program will be mirrored other Housing Authority sites	Survey Form	80% positive comments
Requests will be made for similar tutoring programs in the remaining three Department of Aging sites	Interviews	80% positive comments
Children and tutors will react more positively towards each other within the community	Interviews	90% positive statements Observable behavior changes
A model will be developed for an intergenerational tutoring program to be implemented system wide	Survey	80% positive response
Program supervisors will report positive feelings about the program	Interviews	80% positive response
Teachers will report positive feelings about the program	Interviews	Positive feedback
Principals, Housing Authority, and Dept. of Aging Administrators will report positive feelings about the program	Interviews	100% positive response

Description of Plans for Analyzing Results

The F tests for the Anonymous Student Questionnaire and the Student Attitude Questionnaire were scored by the public schools department of research and evaluation. Changes in attitude and perceptions the students developed for their tutors is displayed in the Experience Survey Pie Charts 1 and 2. To access additional qualitative data, copies of the essays written by tutees describing their tutors are presented. Interviews with tutors were transcribed using a selective verbatim record.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The literature review provided a number of strategies which were useful in the solution of the problem. In an effort to provide solution literature for the above section, the writer cited research findings which verified the belief that although there was movement away from the extended family in recent decades, there were many seniors who would be happy to put an end to the present day age-segregated society. With the advent of the nuclear family, seniors experienced diminished opportunities to interact with the young. Many seniors were eager to play a positive role in society and make their contribution to the education of the young. Further, the writer contended that there were many individuals who are not seniors who were willing to promote intergenerational programs.

A need for intergenerational interaction motivated the

work of Gundling (1986) who holds that children are starved for attention and are being deprived of the skills which are fostered by intergenerational interaction. A growing number of children in today's schools are in need of enrichment and counseling. Intergenerational interaction expands the child's experiential base. In times past experiences were transmitted through exposure to nursery rhymes, literature and the teaching of values. This was one of the responsibilities of the seniors in the home. However, this condition no longer exists.

Seniors, too, are lacking. Many have been abandoned in nursing homes, to live without their families. To bring these two groups together, Gundling developed a project which involved children and seniors in mutually beneficial ways. Five hundred and forty students in grades K - 5, from Pottstown, Pennsylvania participated. Ten senior participants came from a senior center, and 25 participants were residents of two nursing homes. The program design involved telephone conversations between seniors and students, a pen pal relationship between second graders, seniors who found it impossible to visit the school, and story-telling sessions with pre-schoolers.

In an effort to broaden the scope of letter writing Ashe (1987) linked the generations in a real life component. Students without grandparents were matched with senior citizens in a convalescent home. Children

were assigned to seniors on the basis of biographical data and similar interests. The students' first communication with the seniors came at Christmas time. One week later the seniors responded to the children. In mid January a field trip was planned so that the students could visit the convalescent home.

Similarly, Ginnane (1981) compiled data on intergenerational programs involving children and seniors in nursing homes. The P.K. Yonge Lab School Adopted Grandparnets Program was developed in Gainesville, Florida. A classroom teacher, Esstoya Whitley designed the program to benefit her six, seven, and eight year old students. She collaborated with the social director of the Hillhaven Convalescent Center to arrange for students to visit the center.

In the initial stages children visited the center one or two times weekly. On special ocassions the senior citizens were wheeled to the school. As the program developed students began visiting the center daily. Students are free to visit daily, after they have completed the school work. At the close of the school year all of the seniors from the center visit the school.

The initial reaction of the seniors to the program was reluctance. They did not believe the program would be ongoing, "They'll just go away and never come back just like everyone else.", they commented. The program has

become an integrated component of both the nursing center and the school.

Another classroom teacher Carol Tice (1982), in Ann Arbor, Michigan developed the Teaching-Learning Communities (T-LC). This art teacher invited senior citizens to visit her classroom. Iat was her desire to provide troubled students with extra attention, in addition to receiving assistance with classroom activities. The program was mirrored throughout the state and is presently established in each of the 50 states and Canada. In recent years China expressed interest in developing a model similar to T-LC.

Description of Selected Solution

To counteract the trend towards an age-segregated society, intergenerational programs are being implemented across the nation. This kind of programming allows for meaningful contact between the senior citizens and the younger generation. History has taught that the older individuals in every society have been the mentors to the youth. In today's society the role of grandparent, counselor, or mentor is being

enhanced by programs which encourage intergenerational interaction when senior citizens are given the opportunity to provide assistance to young. In reviewing the literature, the writer found numerous models for intergenerational interation between seniors and children in the public schools. The writer collaborated with the Department of Aging and Disability and the Housing Authority. Both were asked to provide space for the implementation of an intergenerational tutoring program. Additionally, the Housing Authority was asked to donate $500 for the purchase of tutoring materials.

The writer requested the participation and cooperation of the parents and faculties of five schools within the community described above. School principals were given program applications (see Appendix C), along with a Teacher Inventory Form shown in Appendix D. On the inventory form teachers indicated the specific basic skills needs of each participating child. The teachers were asked to list at three areas in which the tutors should concentrate their efforts. The information given on this form was helpful in the collection of quantitative data. It enabled the tutors to work more effectively with their tutees, by addressing the specific areas of concern designated by the classroom teacher. Further, teachers were urged to make comments concerning other areas that might need attention, (e.g. social learning might be

addressed.)

To document the qualitative growth provided by an intergenerational program both tutors and tutees completed surveys and questionnaires. At the beginning of the program, students were asked to complete an Anonymous Student Questionnaire. This form was administered pre and post to compare the child's initial opinion of old people to his opinion of seniors at the program end. The form shown in Appendix E required the student to read of list of stereotypical words, and check off the ones that they would apply to the state of being old, (e.g. forgetful, hard of hearing, etc.) The Student Attitude Questionnaire shown in Appendix F required the tutee to write short answers to ten questions about old people. Questions on this form ranged from, "How old is old?, and "What do you think getting old feels like?

On the first day of class the students and tutors were each completed a Biographical Survey. These forms shown in Appendix G and Appendix H. They provided students and tutors with background information on their partners. The partners shared information at the end of the first session on items such as: 1. Number of sisters and brothers, 2. Birth date and birth location, 3. Telephone numbers, and addresses, 4. Hobbies, like and dislikes. This was an interest inventory for the participants. Similarly, students completed an Experience Survey. This

required the student to list activities he knew a lot about, liked to participate in, or liked to talk about.

A planned activity for the children and their tutors involved a pen pal assignment. The students and tutors exchanged letters which were hand delivered in class. For this activity notes were provided to participants outlining what should be included in the letter. Basic letter writing was the focus, and participants were given specific instructions on what the letter format should include. Attachments could be brought in such as photographs, certificates, awards, etc. Samples of the instructions are shown in Appendix I and Appendix J.

The coordinator of the Housing Authority building which the site for the program agreed to recruit ten volunteer seniors to tutor in the program. Accordingly, the program director for the Department of Aging facility recruited ten seniors for that site. Both provided on-site supervision for the programs.

The problem was solved by bringing resident seniors from a Housing Authority seniors' building, along with seniors from a Department of Aging senior center together with 4th, 5th, and 6th grade students from five public schools, for a weekly Saturday morning tutoring program. Community A selected a total of twenty-two students to take part in the program. Community P selected fifteen students. Tutors, community residents, were recruited and screened

by the Housing Authority and the Department of Aging staff coordinators.

To further substantiate the positive influence of intergenerational experiences, more specifically, positive influence of seniors on children, the Change in Attitude Questionnaire was administered. Children were asked to rate the program. They answered questions such as, "Did you enjoy writing to your tutor?, "Do you like the seniors at the center?", or "Do you think your tutor liked your Saturday morning classes?"

Students were given approximately fifteen minutes to complete the questionnaire, depending on age and reading ability. Respondents were asked to work quickly, and answer the questions according to initial reactions. Students were told that there were no correct answers. Tutors assisted by defining words upon request.

Saturday mornings were chosen for this program because they did not interfere with classroom schedules. Students requiring additional help were free to spend extra time with their tutors. Finally, program implementation extended into the winter months.

Calendar Plan

Students were tutored using the Prescription Learning methodology. The materials were introduced to the on site supervisors at both locations. The method involved workbook activities in three basic steps. Step One required the tutors to give an introduction to the lesson, allow the students to practice the lesson, and finally the students completed an evaluation task. The lesson was thoroughly discussed with the tutee during the introduction procedure. The tutor also completed the practice segment with the tutee. During the evaluation segment, however, the tutee and tutor read the instructions together but the student completed the assignment independently.

With 80% mastery the students proceeded to Step Two, the next skill. Without 80% mastery the tutor was required to reteach the skill. Step Three involved a review the day's lesson, i.e. "Today we worked on parts of speech. What did we say a noun was? What is a verb?" The tutoring log was then filled in by the tutor to indicate what activities that were worked on during that session.

Before the implementation date the writer met with the principals of the five participating schools. At that time program administrivia was disseminated, student

program applications, teacher inventory forms, etc. Program kick-off information was given to the principals, in addition to letters to the parents announcing pretesting dates scheduled at their neighborhood program site. The parent letters explained the necessity for required regular student attendance. The letter stated that tutors would become discouraged if students were not present for scheduled sessions. Further, parents were warned that their child would be excluded from the program after four absences and replaced by another child in the community who wished to participate in the program. Letters were mailed to the site supervisors to be distributed to the tutors, thanking them for agreeing to participate in the program. A program timeline was also included with their letters. The writer requested donations from community merchants to provide weekly snacks for particiants in the program.

The writer conducted an inservice for the tutors and site supervisors for Program A at 9:00 a.m., and Program P at 11:30 a.m., in their respective facilities. At this time the Prescription Learning Materials were introduced to the entire tutoring staff.

Of the sixty students proposed for this practicum thirty-seven students attended the first session and met their twenty tutors. In Community A schools A1, A2, and A3 provided a total of twenty-two students. Community P

with schools P1 and P2 provided a total of fifteen students. The diagnostic placement test was administered at this meeting. The children were pretested in comprehension, vocabulary, and mathematics. The intervention took place in the area where student had the greatest need. Teacher recommendations were also considered (Teacher Inventory Form.) Pretests were scored in the work setting. An Anonymous Questionnaire was completed by the children. This form was given as a pre and posttest to examine attitude changes at the program end. With the completion of the Biographical Surveys tutors and tutees left the first session with informative background information about their partner in the intergenerationl experience.

The vocabulary component provided reinforcement activities in:

writing practice, homonyms, antonyms, synonyms, hyphens, syllables, subject/verb agreement, endings, nouns, compound words, simple subjects and simple predicates, multiple meanings, complete sentences, context clues, word definitions, prefixes and suffixes, verbs, and base words.

The comprehension component will provide reinforcement activities in:

writing practice, expressive language, apostrophes, cause and effect, agreement, compare and contrast,

fact and opinion, end punctuation, conclusions, commas in a series, sequence, capitalization, details, and main idea.

Finally, the mathematics component provided reinforcement activities in:

numeration, addition, subtraction, multiplication, division, decimals, and fractions.

The program was implemented for eight consecutive months, extending from mid May through mid January of the following year. Since classes met on Saturday mornings additional enrichment activities were scheduled throughout the summer months. A very successful field trip taken by students and tutors, during the summer, involved a luncheon donated by Wendy's a fast food chain. Particpants received hamburgers, french fries and colas, which were delivered to the senior facility in Community P. The Housing Authority picked up the tab for transporting all participants, including students and tutors from both Community A and Community P, to the site of a lecture which followed. The lecturer was Mr. William (Bill) Pinkney. Mr. Pinkney, a famous African American sailor was preparing to sail his yacht around the world. His journey monitored with the use of a satellite by the children in the writer's public school district. At the end of the lecture the tutors and tutees were given a question and answer session. This was followed by a photo

session with Mr. Pinkney.

Another exciting field trip involved a combined trip, of both communities, in mid July, to visit to the Air And Water Show. Transportation for this event was sponsored by the Department of Aging and Disability. Additionally, DAD donated boxed lunches for the seniors. The students brought or purchased their own food on this occasion.

Classes were not held during the Labor Day weekend however scheduling resumed with the reopening of the public schools, the first week of Sepetember. Over the Thanksgiving weekend a local television station engaged in a community involvement promotion sponsored a weekend retreat for students and tutors. Participants were bussed all expenses paid to a resort just outside the state line. Media personalities from the television station accompanied the paticpants. Activities and entertainment were scheduled in advance. Tutors and students were housed separately, but participated in all other events together.

Community A and Community P participated in separate Christmas celebrations. In Community A the students attended a special choral program presented by some of their senior tutors at the Department of Aging and Disability facility. In community P the students performed for the Housing Authority seniors, reciting poems and singing songs to celebrate the season.

During the program implementation the writer observed intergenerational interaction between the senior citizens and the public school children. Both quantitative and qualitative growth was closely monitored. Each on-site supervisor was given attendance forms, absentee notices, exclusion notices, stamps and envelopes. Tutors were repsonsible for bringing a small snack or treat for their tutees. Parents were asked to be responsible getting their children to the tutoring site weekly. Parents of absent students received an absentee notice in the mail early in the following week. As a culminating activity all students received a certificate of merit. Students with perfect attendance received special acknowledgements and a gold seal on their certificate. Additionally, tutors received a certificate of appreciation and gift certificates from community restaurants.

The weekly format entailed:

9:30 a.m.	Tutors arrived at the designated classroom in the senior facility, confered with other tutors
9:50-10:00	Miscellaneous (greeted parents and students)
10:00-10:50	Workbook Activity: Reading or Math
10:50-11:00	Break Time (snacks provided by tutors and donations)
11:00-11:45	Recreational Reading (provided by the tutee)
11:45-12:00	General Housekeeping - Dismissal

Tutees remained with their assigned tutors for the duration of the program. Tutors who worked with more than one tutee had children all assigned to the same subject area. Although students may have been working on different levels they were all be working in the same subject area. Therefore a tutor would either assist students in comprehension, vocabulary, or math. The tutor had the option of choosing a preferred subject area.

During the thirty-first week of implementation students were posttested using the Prescription Learning Test. This test was used to report quantitative growth. Tutees completed the Anonymous Student Questionnaire and the Student Attitude Questionnaire to provide a measure for qualitative data.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Expectations were realized through the accomplishment of practicum objectives. Senior citizens were given the opportunity to play a meaningful role in the socilization/education of children in the middle grades. The fourth, fifth, and sixth grade students benefitted from additional opportunities for school success through tutoring, communication, and intergenerational interaction.

Objective one, "The availability of permanent space for an intergenerational program at the Housing Authority building on the near south side of the city," was obtained by the acquisition of a larger classroom, recreational space, and an opportunity to use the facility on a designated week day. Initially students were confined to their assigned room and closely monitored. By the program end, students were allowed to remain after scheduled sessions to watch television with their tutors or partake in other participation activities.

Objective two, "Requests for similar intergenerational programs at other Housing Authority sites," was measured by Housing Authority staff interest

in program duplication. At the Saturday, May 20, 1989 session of the intergenerational tutoring program at the community P site, the site supervisor stated that the Housing Authority Commissioners were anxious to involve the seniors in approxiamtely thirty additional senior citizens buildings in similar programming. An increase of this nature would require the writer to function as a trainer of trainers for the Housing Authority staff members. The Housing Authority would ultimately assume full responsibility for the functioning of their tutorial program.

Objective three, "Requests for similar intergenerational programs at the remaining three Department of Aging facilities," was not achieved. However, the program was duplicated at a senior citizens facility in Community A, which is run by United Charities. A program was implemented in which five seniors tutored ten students on Mondays and Wednesdays. The program supervisor was a social worker with a Masters Degree in Gerontology. The program was purposely designed to service small numbers of seniors and students because of the initial apprehensions of the tutors. The supervisor observed the programs in Community A and Community P, before visiting the writer's worksetting to discuss program duplication. Due to a lack of funds, the supervisor was granted permission to duplicate tutorial

materials as needed. Additionally, pre and posttests were scored for the participants in the workseting.

Objective four, "Greater interaction between seniors and children living within the community," is characterized by essays submitted by tutees which describe their tutors. The data for the essays were collected with the use of a form entitled Notes For A Letter To Your Tutor, see Appendix H:

> My intergenerational tutor's name is _____. She is 64 and she was born June 26th, 1926 in Chicago, Illinois. She has a family. She has a son in Aspen, Colorado. Mrs. _____ lives alone in the Senior Citizens building. She is retired and she's in the Intergenerational tutoring program.
>
> Mrs. _____ has interesting things that she likes. Her favorite food is chicken and pastas. Her favorite color is blue. Her favorite kind of music is jazz and the blues. Her favorite singer is Leo English and her favorite artist is Monet.
>
> Mrs. _____ helps me with my homework but she also shows me how to do needle craft. Today she helped me finish my headband. Mrs. _____ has lots of talents and hobbies but her favorites are needle craft, reading and teaching illiterate people to read. I think Mrs. _____ is the best because she takes time out of her day to work with me.
>
> When I met Mrs. _____ I knew that we were going to become good friends. She changed my life. Now that I met her I like school more. I am lucky to have her as a friend.
>
> Jollie
> Grade 6

> My senior friend is Ms. _____. She is my volunteer tutor. She spends some of her spare time working with me at the Senior Center on Saturday mornings.
>
> My senior friend helps me with my reading and she is

wonderful. Now my stomach doesn't hurt as much as it was at first and I am not absent from school a lot anymore. I like school now. When I struggle with my words my friend helps me. My reading is improving. Ms. _____ gives me good advice on how to behave in class too. I'm glad I have my friend. You should have a friend just like her, someday. She is a very nice friend to have.

Edward
Grade 5

My dear old friend is Dr. _____ He's my friend because he helps me when I need help. I go to his class on Saturday. He treats me like a gentleman and I treat him like a gentleman. I like Dr. _____ because he is a very nice man and I think he likes me too.

Dr. _____ listens to me when I need help. Whenever I go to class I feel comfortable.

Dr. _____ is a very nice man. He always is concerned about what we've done in class, and that's what I like about him too. When I need help with my work he's always there. He's my dear friend.

Quincy
Grade 4

Dr. _____ is a great helper. He teaches me things I don't know about and things I don't know in class. He tells me things I don't about and people I don't know about. When I'm mad about something and if he's around he will work it out with me. I will say things are working out great between me and Dr. _____. He's a clean nice man. He wants things to work out just the way you do. There was only one time that I got mad at Dr. _____ and that is when he was trying to teach me something. Since then, I realize that he was only trying to help me. Dr. _____ is a great man and when I grow up I want to be like him, but also neat like him. I appreciate all the work he has been doing for me.

Daryle
Grade 6

Mrs. _____ is very special. She was born and raised in Chicago. Her family is very nice. They look just like her. She is married and has four kids. They all live on Ada Street. She is a nice lady. She is very special to me.

Mrs. _____ checks my papers. One time she helped me with a story I was writing. She likes to help children who need special help.

Mrs. _____ made a big difference in my life. I help others now. I try to work harder but sometimes I can't do it. I hope she can stay with me until I graduate.

Kizzie
Grade 4

Mrs. _____ is my intergenerational program tutor. She helps me to improve my reading and math. She is a very kind and patient lady. I look forward to Saturdays when I go to class. I think of her as a grandmother. She listens to what you say. Even though she doesn't live in the neighborhood now she comes to class every Saturday.

Mrs. _____ is talented with sewing. She made me a vest and it was very nice. I hope Mrs. _____ stays at the center for a long time.

Houston
Grade 5

Mrs. _____ is a super tutor. She is helping me to become a super person by improving in my reading, writing, and mathematics. Even though she moved away she rides on the bus to come to work with me. She even comes to my assemblies at school. She cares about me.

Mrs. _____ has some great talents. She sews, sings, and plays piano. She made me a vest in the school colors, gold and maroon. It was really nice. I love Mrs. _____

Tamika
Grade 5

I vote for Mrs. _____ to be the best tutor because she helped me with my math and spelling. She talks to me

nicely and she is friendly. She is willing to share her time with me. At first I did not know how to do the spelling, but when she showed me it was easy.

She makes me obey her and she teaches me not to fight. She tells me when I'm good and gives me a treat sometimes. This gives me a lot of reasons to do the right things at school. It's real nice having her around to help my teacher.
Mrs. _____ gets my vote.

Alice
Grade 5

Mr. _____ is a very nice man. He helps me with lots of things. For example when the boys have trouble with something all you have to do is say his name and he's right there for you. Mr. _____ is very nice. But if you make him mad he won't tell you to go home.

He want's me to act right out side of the school too not only when I'm inside with him. He wants me to be something. He don't want me to be a junky on the streets.

He has a good personality. He is as great man and I like going to his class.

Jesse
Grade 6

Mrs. _____ has been a resident of Beverly for twenty-three years. Mrs. _____ favorite hobby is astrology.

Mrs. _____ works for the Art Association as a teacher. She is an affiliate of the American Astrological Society.
Mrs. _____ also ran a day care center for children from broken homes.

Since I have had Mrs. _____ she has helped me learn about different types of art and different artists. I have learned to use broken colors. She has taught me about numerous artists and how they lived, what different kinds of art they used, and what kind of schools they attended. Mrs. _____ has also explained why they painted different types of pictures and how they did it. I learned thay some very famous artists

were handicapped. Some artists painted with paint brushes taped to their arms. There are artists who like to paint women and girls. Other artists paint scenes in which the pictures are large in front and get smaller as they get farther away.

I am grateful that Mrs. _____ has been willing to share her talent and knowledge of art with me. She has made art interesting and enjoyable for me.

Elizabeth
Grade 6

The result of tutor interaction is evidenced by the comments of tutors in a group interview regarding their contributions to the children:

TUTOR # 1
The students learnd what role senior citizens in the community can play in their education. They see that we are beneficial to the community.

TUTOR # 2
It was gratifying to know that I could clarify abstract concepts for the children and make them understandable.

TUTOR # 3
The children looked forward to our weekly meetings. It was very impressed their response to me. I loved it.

TUTOR # 4
This was a very worthwhile experience. I loved the hands on activities. It gave me insight.

TUTOR # 5
The program is timely. The children receive first-hand information about the life experiences of the senior citizens.

TUTOR # 6
The children were so open and warm. I was the one who benefitted most. I was exposed to my own community students and I loved it.

Objective five, "A model for adaptable intergenerational programs involving seniors and students

in grades 4, 5, and 6, regardless of the socioeconomic characteristics of the community, was developed by using raw data collected during the 1989-90 school reform elections. These data indicated citywide that seniors were interested in school reform and wanted to make a contribution to its success. When asked if senior citizens could be significant contributors to the success of school children, eighty-five percent of all respondents answered yes.

Objective six, "The development of more positive attitudes by students," is evidenced in the results of the Anonymous Student Questionnaire, shown in Table 2 on the following page.

Table 2

ANONYMOUS STUDENT QUESTIONNAIRE (Form A)
N = 37

The questions below tell your feelings about old people at the beginning of the tutoring program. You will be asked the same questions at the end of the program to see if your feelings have changed. Please put a check mark in front of each word or phrase that reminds you of what old people are like:

81%	1. Forgetful	46%	14. Always sick
73%	2. Poor eyesight	57%	15. Bald or getting bald
73%	3. Hard of hearing	86%	16. White hair
68%	4. Very lonely	59%	17. Sings all of the time
41%	5. Wise	46%	18. Always talks about long ago
54%	6. False teeth	27%	19. Can't understand what they are saying
54%	7. Very religious	49%	20. Walks with a cane
54%	8. Very poor	46%	21. Walks bent over
81%	9. Wrinkles	41%	22. Must stay in bed
19%	10. Doesn't talk much	27%	23. Handicapped
81%	11. Talks a lot	41%	24. Very nervous
46%	12. Does not like modern things	54%	25. Stingy
54%	13. Always in a bad mood	46%	26. Very generous

27. What age ae you when you become old? _____

28. How long do you want to live? _____

29. How do you think you will feel when you reach that age _____

_____

30. Who would you like to be like when you get old? _____

At the beginning of the program students were asked to describe their feelings about old people. Using a checklist the children indicated words which reminded them of what old people were like. In reporting the responses of thirty-seven children, eighty-one percent believed that senior citizens were forgetful; seventy-three percent believed the stereotype of older people having poor eyesight; eighty-one percent agreed that seniors have wrinkled skin; while eighty-six percent of the respondents attached white hair to growing old. Posttesting provided information regarding student opinions. With the administration of the Student Knowledge About Aging form, (see Appendix K) students were less negative in their concepts on aging. Seventy-four percent (20) of the students equated retirement with aging, nineteen percent (5) attached time spent with hobbies to the elderly, fifty-six percent (15) stated that senior citizens were there to help you, while thirty-seven percent of the students indicated that they felt good about living long enough to become a senior citizen.

Accordingly, the Change of Attitude Questionnaire, shown in Table 3 indicates growth in the formulation of more positive attitudes. At the beginning of the program, fifty-four percent of the students indicated that it was their belief that the tutoring program was more important to the tutor than the tutee. By the program end,

seventy-four percent of the tutees agreed that the program was of personal importance. Fifty-one percent of the tutees began the program by admitting they had a degree of fear of older people. During the course of the program attitudes changed and eighty-one percent of the children concluded by stating their feelings had changed towards senior citizens. In pretesting, the children were asked if they liked their new tutor. Fifty-four percent responded in the affirmative. The same question in posttesting received a ninety-three percent affirmative response from the children. In spite of apprehensions eighty-one percent of the tutees stated they enjoyed their first day in class. The culminating activity, however, evoked a one hundred percent response from students that it had been an enjoyable activity. Table 3 is shown on the following page.

Table 3

CHANGE IN ATTITUDE QUESTIONNAIRE (Form B)
N = 27
Intergenerational Tutoring Program

Excellent	Very Good	Good	Fair	Poor
81%	11%	7%		

1. What grade would you give this tutoring program? (Please circle one choice above.)

(Circle one)

2. This program was important:
   A. To me — YES 74% NO 26%
   B. To my tutor — YES 100% NO 0%
3. Did your feelings change towards senior citizens in the program? — YES 81% NO 19%
4. Would you like to attend a program like this again? — YES 81% NO 19%
5. Did you enjoy writing to your tutor? — YES 59% NO 41%
6. Do you think the senior center is an interesting place? — YES 81% NO 19%
7. Do you like your tutor? — YES 93% NO 7%
8. Do you like other tutors at the center? — YES 93% NO 7%
9. Do you think the senior tutors like you? — YES 59% NO 41%
10. Will you visit the senior center after the program is over? — YES 81% NO 19%
11. Were you afraid to come to the senior center on your first visit? — YES 63% NO 37%
12. Did you enjoy the end of the program party? — YES 100% NO 0%
13. How could we change the tutoring program to make it better? _____
14. What activity should we add to the program? _____

Growth through intergenerational interaction is displayed in the contrast between Figure 1 and Figure 2 below:

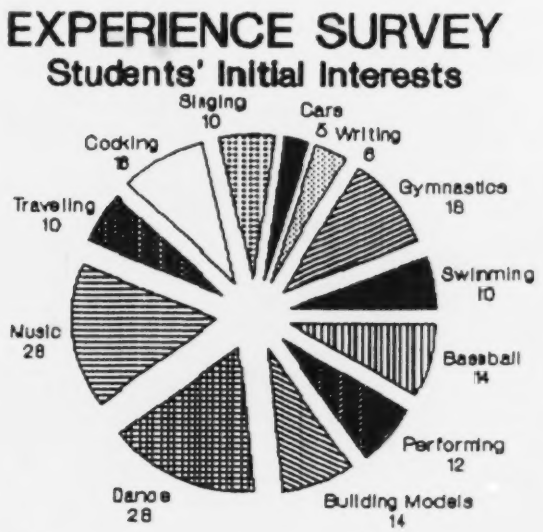

Figure 1/N = 37

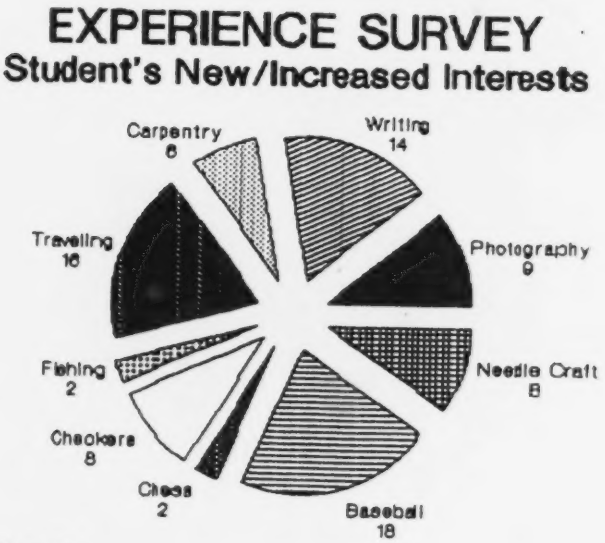

Figure 2/N = 27

Again, students completed an F test listing their various hobbies, activities, and experiencs. Initially, the students reported experiences/hobbies such as singing, cars, writing, gymnastics, swimming, baseball, performing, building models, dance, music, traveling, and cooking. In posttesting it was determined that student interest in writing increased from fourteen percent to fifty-two percent. Baseball interest grew from thirty-eight percent to sixty-seven percent, and student interest in traveling soared from twenty-seven percent to fifty-nine percent.

Further, the Experience Survey revealed that the students developed new interests during the program implementation. New student interests reported respectively: photography thirty-three percent (9), needle craft thirty percent (8), checkers thirty percent (8), carpentry twenty-two percent (6), fishing seven percent (2), and chess seven percent (2).

Conclusions

The first objective concerned the attainment of permanent space for intergenerational programming in community P. With permanent space acquired, participants reaped the benefits of cross generational programming. Tutors and tutees continued their liaison beyond the scheduled time frame. The students were allowed to enter

the Senior's building at times other than the regular tutoring sessions to visit with their tutors and even run errands. This was of special import to the senior citizens housed in an area where stores and shopping centers are not easily accessible. For major shopping the seniors are bussed by the Housing Authority weekly. But for immediate or emergency needs the students were glad to be of assistance to their tutors.

The second objective, duplication of intergenerational programming at other Housing Authority sites was realized when the staff members of twelve of the south side senior buildings underwent training for the implementation of similar programs. The duplication will expose twelve more communities to the intergenerational interaction. Twelve more communities will involve seniors in the socialization as well as academic advances of their youth. The seniors in Community P represent the prototype for intergenerational programming in the Housing Authority.

Objectives three and five were concerned with expansion of the intergenerational programming to include programs at all five Department of Aging and Disabilty regional sites, and citywide participation in cross-aged-interaction. Upon investigation, it was determined that in the more affluent section of the city there was less motivation to participate in supplementary programming. Seniors tended to be involved in more varied

activities, while students required less tutelege. Aside from higher achievement levels of many of the students in the higher socioeconomic areas, the writer's contention is that all students and senior citizens would benefit from cross-aged-interaction.

Objective four, increased interaction between the seniors and the youth, is quite evident in the essays written by the the tutees and the comments made by the tutors. The essays expressed how deeply some of the children were influenced by their senior partners. Many of the children spoke of wanting be like their tutors in both behavior and dress. The writer was very much impressed with the fact several of the male tutees wished to emulate their tutor in appearance and demeanor, particularly during this period in time when there is so much disparity and negativity in regard to all things aged. Likewise, the seniors developed a more open view of the children of their community. They were proud to have had the opportunity to work with the children if only for an eight month period. They expressed their joy at helping to make the abstract concrete.

Finally, conclusions are reached regarding the development of more positve student attitudes regarding elderly. Instruments were designed to measure a change in student attitudes between the administration of various questionnaires and survey forms. It was not necessary to

monitor changes over an eight month period to see a change. It became apparent at the very beginning of the program that a certain bonding and attachment was taking place. Tutors as well as tutees brought resource and biographical materials to class long after that particular activity had been completed. The sharing and caring became an integral part of the weekly sessions. Positive attitudes resulted from continued interaction between the two age groups.

Recommendations

The intergenerational tutoring programs in Community A and Community P will continue through the end of the 1989-1990 school year. Both communities have expressed a desire to continue their efforts to foster cross-aged-interaction.

During the course of the eight month implementation of this practicum project, the writer's school district was transformed from a centralized bureaucracy to a decentralized school based management system. This took place under state mandated reform legislation, effective October, 1989. In August, 1989, the original twenty-three subdistricts were condensed to eleven subdistricts. The subdistricts are comprised of 540 Local School Councils, each responsible for its own governance. It is of great significance that the LSC is comprised of eleven members:

principal
community representatives (2)
parents (6)
teachers (2)

In this regard, the writer's focus was suddenly divided among the Housing Authority, the Department of Aging and Disability, and the Local School Councils. This phenomenon allowed for numerous additional opportunities to recommend community involvement through intergenerational interaction. The school districts' Department of Information and Community Outreach was asked to incorporate the recruitment of seniors as a component in the training of Local School Councils. Council members are urged to seek seniors for subcommittee membership, as well as school volunteers.

Both The Department of Aging and Disability and the Housing Authority were asked to launch and ongoing campaign to publicize their successful intergenerational programs in the newsletters, local publications, in print and electronic media. It is the writer's contention that both DAD and the Housing Authority will receive numerous requests for intergenerational programming after they have saturated the community with information pertaining to successful intergenerational activities. Further, the Local School Councils are urged to seek more community involvement.

Dissemination

The writer shared the results of this practicum in five ways. First, the practicum was submitted to the director of the bureau. The director in turn made the results available through an annual report to the Housing Authority and the three regions of the Department of Aging and Disability. Secondly, the writer attended the monthly meetings, May through December of 1989, of the Seniors Caucus, sponsored by DAD. These meetings, held at the southeast regional headquarters afforded opportunities for networking, volunteer recruitment activities, and program publicity. Thirdly, the writer volunteered to be a liason from the bureau to the Local School Councils as an intergenerational tutoring program specialist. This will entail visits to the evening and weekend meetings of the councils to speak to the need for intergenerational programming in the schools. Fourthly, data from the Anonymous Questionnaire and the Attitude Questionnaire were made available to sub districts throughout the school district. Finally, the writer submitted a copy of this practicum to the the local area alliance of black educators, the association of volunteer administrators of this metropolitan area, the community access network, the national school volunteer program, and partners in education.

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APPENDIX A

The Need For Cross-Age-Interaction

Parents Survey

INSTRUCTIONS: Please circle your response to the statements listed below.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

(1) 5 4 3 2 1 Senior citizens within the community can have a positive influence on the school children in the middle grades.

(2) 5 4 3 2 1 Senior citizens within the community can provide my child with beneficial life experiences.

(3) 5 4 3 2 1 My child can make a contribution to the life satisfaction of a senior citizen.

(4) 5 4 3 2 1 Community residents and merchants should be supportive in assisting with an intergenerational or cross-aged program.

(5) 5 4 3 2 1 Parents should do more to promote these kinds of programs.

(6) 5 4 3 2 1 The entire school system could benefit from intergenerational interaction.

Comments:

_____

_____

_____

The Need For Cross-Age-Interaction

Parents Survey Results

INSTRUCTIONS: Please circle your response to the statements listed below.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

(1) 5 4 3 2 1 — Senior citizens within the community can have a positive influence on the school children in the middle grades.
80% 20%

(2) 5 4 3 2 1 — Senior citizens within the community can provide my child with beneficial life experiences.
72% 28%

(3) 5 4 3 2 1 — My child can make a contribution to the life satisfaction of a senior citizen.
100%

(4) 5 4 3 2 1 — Community residents and merchants should be supportive in assisting with an intergenerational or cross-aged program.
80% 20%

(5) 5 4 3 2 1 — Parents should do more to promote these kinds of programs.
100%

(6) 5 4 3 2 1 — The entire school system could benefit from intergenerational interaction.
80% 20%

Comments:

_____

_____

_____

APPENDIX C

INTERGENERATIONAL TUTORING PROGRAM APPLICATION

_____
SCHOOL

Student _____ Room _____

Grade: _____ Age _____ Sex: M F

Parent's Name _____

Home Address _____ Zip Code _____

Home Phone _____ Work Phone _____

Person to contact in case of emergency:

Name _____ Phone _____

I understand that the Intergenerational Tutoring Program is an ongoing program which meets on Saturday morning, from 10:00 til 12:00 noon, starting _____ 1989. I understand that my child is expected to attend classes on a regular basis.

Pre-testing is scheduled for _____ at 10:00 a.m., at

_____.

_____
Parent's Signature

Please retain bottom portion for your records

INTERGENERATIONAL TUTORING PROGRAM

Tutoring sessions start _____ ,1989 and end _____ 1989.

Tutoring sessions meet each Saturday from 10:00 a.m. to 12:00 noon.

APPENDIX D

INTERGENERATIONAL TUTORING PROGRAM

TEACHER INVENTORY FORM

Please complete the form below, as needed. This inventory will assist your students' tutor during Saturday morning tutoring sessions.

Student _____ _____
Room

Teacher _____ _____
Grade

School _____ District _____ Mail Run _____

Student (Basic Skills) Needs:

1. _____

_____

2. _____

_____

3. _____

_____

Comments:

_____

_____

_____

APPENDIX E

ANONYMOUS STUDENT SURVEY

ANONYMOUS STUDENT QUESTIONNAIRE (Form A)

The questions below tell your feelings about old people at the beginning of the tutoring program. You will be asked the same questions at the end of the program to see if your feelings have changed. Please put a check mark in front of each word or phrase that reminds you of what old people are like:

___ 1. Forgetful

___ 2. Poor eyesight

___ 3. Hard of hearing

___4. Very lonely

___5. Wise

___6. False teeth

___7. Very religious

___8. Very poor

___9. Wrinkles

___10. Doesn't talk much

___11. Talks a lot

___12. Does not like modern things

___13. Always in a bad mood

___14. Always sick

___15. Bald or getting bald

___16. White hair

___17. Sings all of the time

___18. Always talks about long ago

___19. Can't understand what they are saying

___20. Walks with a cane

___21. Walks bent over

___22. Must stay in bed

___23. Handicapped

___24. Very nervous

___25. Stingy

___26. Very generous

27. What age ae you when you become old? _____

28. How long do you want to live? _____

29. How do you think you will feel when you reach that age _____

_____

ANONYMOUS STUDENT QUESTIONNAIRE (Form B)

You were asked to answer the questions below about old people at the beginning of the tutoring program. Now we want to see if your feelings have changed. Please put a check mark in front of each word or phrase that reminds you of what old people are really like:

___1. Forgetful

___2. Poor eyesight

___3. Hard of hearing

___4. Very lonely

___5. Wise

___6. False teeth

___7. Very religious

___8. Very poor

___9. Wrinkles

___10. Doesn't talk much

___11. Talks a lot

___12. Does not like modern things

___13. Always in a bad mood

___14. Always sick

___15. Bald or getting bald

___16. White hair

___17. Sings all of the time

___18. Always talks about long ago

___19. Can't understand what they are saying

___20. Walks with a cane

___21. Walks bent over

___22. Must stay in bed

___23. Handicapped

___24. Very nervous

___25. Stingy

___26. Very generous

27. What age ae you when you become old? _____

28. How long do you want to live? _____

29. How do you think you will feel when you reach that age _____

_____

BIOGRAPHICAL SURVEY
TUTOR

Listed below is information you may wish to share with your student. This information will be very helpful to your student if you should decide to become pen pals.

Name _____
First Last Middle

Address _____

City _____ State ____ Zip____

Home Phone _____

Birth Date (Optional)_____

Birth Location _____

My parents had ____ children, ____ and _____
boys girls

I am _____ _____ _____ _____
married single divorced widowed

I have _____ children, _____grandchildren

In past years I have held the following jobs:

1. _____
2. _____
3. _____
4. _____
5. _____

My hobbies are:

1. _____
2. _____
3. _____

I am especially interested in:

_____

_____

_____

APPENDIX H

BIOGRAPHICAL SURVEY

STUDENT

Listed below is information you may wish to share with your tutor. This information will be very helpful to your tutor if you should decide to become pen pals.

Name _____
First Last Middle

Address _____

City _____ State ____ Zip____

Home Phone _____

School _____ Room # _____

Grade _____ Teacher _____

Birth Date _____

Birth Location _____

I have _____ sisters, and _____ brothers.

I have _____ grandparents.

I see at least one of my grandparents:

____ time/s each day

____ time/s each week

____ time/s each month

____ time/s each year

I only see my grandparents on special occasions:

____ ____
Yes No

My hobbies are:
1._____ 2._____ 3._____

My favorite TV shows are:_____

_____

The books I like best are: _____

My favorite movie is: _____

The geographical location I would like to return to is: _____

When I grow up I would like to become: _____

_____

_____

APPENDIX I

Notes For Letter To Your Tutor

Due Date Saturday, _____. Please remember to bring your letter to class with you.

STEP ONE: Introduction
- A. Give your name
- B. List the names of the people you live with and how they are related to you

STEP TWO: Description
- A. Describe yourself
- B. Tell about your hobbies and things you like
- C. Tell what you do in your free time
- D. Tell how you feel about school
- E. What activities are you in at school
- F. What clubs or groups do you belong to outside of school?

STEP THREE: Talk about your plans for summer vacation.

STEP FOUR: If you like you may include photographs certificates, or badges to show to your tutor.

STEP FIVE: Ask questions that you would like for your tutor to answer for you. The questions can be about hobbies or things they like to do, or their past experiences.(REMEMBER NOT TO BE TOO NOSEY).

STEP SIX: Your tutor will write to you next week.

APPENDIX J

Notes For Letter To Your Student

Due Date Saturday, _____. Please remember to bring your letter to class with you.

STEP ONE: Introduction

A. Give your name
B. List the names of the people you live with and how they are related to you

STEP TWO: Description

A. Describe yourself
B. Tell about your hobbies and things you like
C. Tell what you do in your free time
D. Tell how you feel about school
E. What are your favorite activities
F. What clubs or groups do you belong to?

STEP THREE: Talk about your plans for summer.

STEP FOUR: If you like you may include photographs certificates, or badges to show to your student.

STEP FIVE: Ask questions that you would like for your student to answer for you. The questions can be about their hobbies or things they like to do, or their past experiences.

APPENDIX K

STUDENT KNOWLEDGE ABOUT AGING
N = 27

This survey is designed to examine what you know about aging. We would like to know how much you know about being old or growing old. Please answer the questions below in complete sentences.

1. What do you think happens when you grow old?

   Die 56%
   Live alone 37%
   Live in a home 7%

2. How can you tell when a person is getting old?

   Retire 74%
   Spend time with hobbies 18%
   Have nothing to do 7%

3. How do old people behave?

   They help you 56%
   Know a lot 26%
   Tell you what to do 7%
   Care about you 11%

4. How do old people feel about children?

   Want you to behave 56%
   Want you to be smart 37%
   Want you to learn 7%

5. How do you feel about living until you are an old person?

   I don't know 19%
   O.K. 19%
   Good 37%
   I don't want to 26%

6. What do you think growing old feels like?

   _____

   _____

7. How old is old?

   _____

8. Do you want to grow old? If so, why?

   _____

9. Would you like for an old person to come to you classroom to work with you? Why?

10. If you saw an old person in trouble, would you help them?